

University News

**UGC's Central
Universities Panel
Report**

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Meets Eighth
Finance Commission**

**Educational Ideas
of Grundtvig and
Gandhi**

- **Silver Jubilee
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Communication
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for
UG Students**

ALIGARH MUSLIM UNIVERSITY ALIGARH

Advertisement No. 29/83-84

Applications on the prescribed forms are invited for the following posts:

1. **Lecturers in Medicine** Department of Medicine Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications: M.D. (Medicine) M.D. (General Medicine)

Teaching Research Experience: Requisite recognised postgraduate qualification in the subject

2. **Lecturer in Anaesthesiology** Department of Ophthalmology Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications: I-Essential: M.D. (Anaesthesiology) M.S. (Anaesthesiology)

Teaching Research Experience: Requisite postgraduate qualification in the subject

II-Desirable: Aptitude of research and published papers

3. **Lecturer in Physiology** Department of Physiology Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications: I-Essential: M.D. (Physiology) M.B.B.S. with M.Sc. (Physiology) Ph.D. (Medical Physiology) D.Sc. (Medical Physiology)

Teaching Research Experience: Requisite recognised postgraduate qualification in the subject

II-Desirable: Original research publications in the speciality in Indian and foreign journals

4. **Lecturer in Preventive & Social Medicine** Department of Preventive & Social Medicine Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications:

I-Essential: M.D. (Social & Preventive Medicine) or Community Medicine M.D. (Medicine) with D.P.H.

Teaching Research Experience: Requisite recognised postgraduate qualification in the subject

Desirable: Published research work in the speciality

5. **Lecturer in Microbiology** Department of Microbiology Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications:

I-Essential: M.D. (Bacteriology) M.D. (Microbiology) M.D. (Bacteriology with Pathology) M.D. (Pathology & Bacteriology) M.B.B.S. with M.Sc. (Medical Bacteriology) M.Sc. (Medical Microbiology) Ph.D. (Medical Bacteriology) Ph.D. (Medical Microbiology) D.Sc. (Medical Bacteriology) D.Sc. (Medical Microbiology)

Teaching Research Experience: Requisite recognised postgraduate qualification in the subject

II-Desirable: Teaching experience in Microbiology

6. **Lecturer in Anatomy (Histology)** Department of Anatomy Scale of Pay: Rs. 700-40-1100-50-1600 plus allowances

Qualifications:

I-Essential: M.S. (Anatomy) M.B.B.S. with M.Sc. (Anatomy) Ph.D. (Medical Anatomy) D.Sc. (Medical Anatomy)

Teaching Research Experience: Requisite recognised postgraduate qualification in the subject

II-Desirable: Published work research experience in the field of Histology

Principal: A.K. Tibbiva College Scale of Pay: Rs. 1500-60-1800-100-2000-125-2-2500 plus allowances

Qualifications:

I-Essential: (1) A degree in Unani Medicine from a University established by law or a statutory Board Faculty Examining body of Indian Medicine or equivalent

(2) Should have sufficient teaching experience as Reader

II-Desirable: Administrative experience in a Tibbiva College

Higher initial start may be given to candidates possessing exceptional qualifications and experience. Candidates interviewed may be paid contribution towards their T.A. equal to one single second class Railway fare only.

Prescribed application forms and instructions may be had from the Assistant Registrar (Selection Committee) Registrar's Office A.M.U. on payment of lump sum amount of Rs. 5/- in cash to be deposited in the Cash Section Finance Office A.M.U. or through an Indian Postal Order payable to the Finance Officer A.M.U. either personally or by sending a self-addressed stamped envelope of 23 cm x 10 cm. Last date for receipt of applications is 10th February, 1984 (up to 4.00 P.M. only). Incomplete applications and those received late will not be considered.

Note: Suitable persons may be kept on Panel for future appointments.

Zamir Ahmed Khan
REGISTRAR

SARDAR PATEL UNIVERSITY
VAI LAKH VIDYANAGAR 388 120
GUJARAT

Notification No. EST/11 (1983-84)

Applications are invited in the prescribed forms available from the Uni-

versity Office on payment of Rs. 1/- in cash or by Indian Postal Order for the following posts so as to reach the undersigned on or before 31-1-1984.

1. Professor of Economics (Monetary Economics) Scale of Pay: Rs. 1500-60-1800-100-2000-125-2-2500

2. Reader in Polymer Chemistry Scale of Pay: Rs. 1200-50-1300-60-1600-Assessment-60-1900

3. Reader in Hindi (2 Posts) (one with specialization in Linguistics and Stylistics and one in Drama and Dramaturgy) Scale of Pay: Rs. 1200-50-1300-60-1600-Assessment-60-1900

4. Lecturer in Hindi Scale of Pay: Rs. 700-40-1100-50-1300-Assessment-50-1600

5. Lecturer in Computer Science (2 posts) Scale of Pay: Rs. 700-40-1100-50-1300-Assessment-50-1600

6. Technician in Chemistry Scale of Pay: Rs. 700-40-1020-1-B-45-1200-50-1500 I.B. 50-1500

7. Research Associate in Hindi Scale of Pay: Rs. 1300-fixed

Details of the prescribed qualification etc. will be supplied along with the application forms.

All the posts except if Sr. No. 7 carry benefits of Dearness Allowance, Provident Fund, Gratuity or Pension Scheme as per University rules.

Preference will be given to qualified candidates belonging to Scheduled Castes, Scheduled Tribes, socially and educationally and/or economically backward classes.

R. C. Thakkar
REGISTRAR

CHAMPHAI COLLEGE CHAMPHAI, MIZORAM

NOTICE

Applications are invited for three Posts of Lecturer in the Department of English (one post) and Education (two posts) Champhai College, Champhai, Mizoram in the Pay Scale of Rs. 700-40-1300 - plus other allowances admissible under Government rules and the total emolument at the initial stage is Rs. 1744.50. Apply stating full particulars supported by attested copies of Marksheet and Certificates from Matriculation onwards to reach the undersigned on or before 10th February, 1984. Each application must be accompanied by an application fee of Rs. 10/- in the form of Indian Postal Order or State Bank of India Draft payable to the Principal, Champhai College and also a recent passport size photo.

I. F. Sado
PRINCIPAL

UNIVERSITY NEWS

VOL. XXII **JANUARY 23**
No. 4 **1984**
Price **Rs. 1 00**

*A Weekly Chronicle of Higher
Education published by the
Association of Indian Universities*

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and reviews are individuals and do
not necessarily reflect the policies
of the Association*

Editor .

MS RAMAMURTHY

UGC's Central Universities Panel Report

In the last issue of University News a part of the summary of the main observations and recommendations contained in the UGC's Central Universities panel Report was given. Some highlights from the above part

- * Central Universities have to some extent pursued their academic objectives within resources available. However, strikes by students, karamcharis and in some cases even teachers have created a crisis. The leadership of the country, the intellectuals and the university community in particular, have to strain every nerve in order to bring the university system back to its creative role in our society.
- * Two objectives atleast should have been kept in view by the Central Universities: an all-India character and pursuit of excellence in them. None of the Central Universities have been able to maintain an All-India character in the matter of admissions. Strong evidence of such inbreeding in recruitment at all levels was also found which vitiates pursuit of excellence.
- * A set of objectives should be clearly provided to the Central Universities to serve as a constant guide to the development of their educational and research programmes and to provide a basis for judging their performance in future. The objectives could be:
 - * The Central Universities, as institutions of national importance should endeavour to serve the purposes of human resource development and national advancement by providing a wide variety of educational programmes to suit the needs and aptitudes of the scholars with regard to the manpower needs of the country.
 - * These universities will endeavour to raise the quality of scholarship by all possible means.
 - * These universities will pursue excellence in the sphere of research.
 - * A strategy has been suggested:
 - * to limit admissions to a capacity which cannot be changed under day-to-day pressures,
 - * to limit the duration for which a student may be allowed to study a course,
 - * to make admissions according to merit for which Central Universities may conduct a suitable examination,
 - * for the UGC/Government to provide opportunities for high quality education through distance education,
- * The setting up of a national university of distance education.
- * It is essential that the best talent having aptitude for and orientation towards teaching is recruited to the post of lecturer in order to avoid inbreeding.
- * One of the factors which causes the situation arising out of student agitations to get worse is soft decisions on the part of administration when faced with trouble. The administrative inefficiency and tardiness which prevails in most of the universities is to an extent responsible for such unhealthy trends on the campus.

The Second part follows

2.2 The agitations launched by the Karamcharis of the Central Universities relate to demands for (a) promotions (b) housing amenities, (c) medical facilities and (d) disparities in pay scale. In fact it has been observed that revision of scales of pay by one university leads to similar demands from other universities creating unrest.

2.3 It has been noted by the Committee that though by and large there have not been many instances of teachers creating unrest on their own, there were a few cases where they have directly disrupted university work which led to either paralysing the academic work on Campus or closure of the University. The main demands of the teachers are provision of promotional avenues, housing and medical facilities.

2.4 The Committee was deeply concerned with the question of discipline of students and ways and means of upholding it. The Committee has observed, "We regret to record that though the Acts/ Statutes/ Ordinances of the universities provide that Rules be framed regarding discipline and proper conduct of students practically nothing effective has been done by the universities in this regard." The universities have been advised to frame rules, violation of which would amount to indiscipline, the suggestions in line with similar guidelines obtaining in such leading institutions as the London School of Economics.

No student of the University shall

- (a) Disrupt teaching, study, research or administrative work, or prevent any member of the university and its staff from carrying on his work, or do any act reasonably likely to cause such disruption or prevention
- (b) Damage or deface any property of the University or do any act reasonably likely to cause such damage or defacing, and
- (c) Engage in any conduct which is, or is reasonably likely to be, clearly detrimental to the University's purposes

It is also recommended that certain forms of agitation should be banned, for example gherao, camping inside the boundaries of houses of teachers or officers, use of derogatory and abusive slogans (some of the abuses hurled through high powered loudspeakers at university authorities and their families are obscene and unprintable) and propaganda to incite hatred and violence.

2.5 The Committee is of the view that the above recommendation regarding discipline should also be applicable to all members of the University Community i.e. Teachers and Karamcharis.

2.6 In case the Karamcharis or the Teachers resort to strike or suspend their duties, it is recommended to be provided by Statutes that such an action would make them liable to the non-payment of salary for the concerned period.

2.7 With regard to the role of the Courts dealing with the question of discipline both of students and

teachers, the Committee has made the following observations.

"Connected with the question of discipline, both of students and teachers, is the role of the law courts in relation to this aspect of university functioning. It has been represented to us, and we share the view, that in the relationship between students, teachers and the university, legal as well as moral issues are involved. The relation of students with teachers in the class room or the laboratory during field work and in the conduct of examinations is not just that of one citizen to another, its special features are obvious and it is necessary to promote an atmosphere conducive to learning by preserving the relationship of respect for the teacher and university authority on the one hand and utmost kindness and generosity towards the student on the other.

In all disciplinary matters, therefore, it is felt that a judgement has to be based on the realities of the university situation. Nevertheless, it is often found that Court judgements allow admission of students, permit them to sit at examinations, where university's own Statutes or Ordinances expressly forbid it. Such an action on part of the Courts often becomes a cause of ruining discipline, fuelling agitations and adversely affects the studies of the vast majority of the students.

We feel that in such matters the Court's intervention be as sparing and as sensitive to interests of the institution as possible. Therefore, one course of action seems to be that where a Court is to hear such academic or discipline cases against a University it be supported by a Jury of academics drawn perhaps from other universities.

The other is the important question of writ litigation against universities by students or employees. A provision should be made that such litigation would not fall within the purview of the Civil Courts. We would suggest that the Government may consider the desirability of setting up special courts which could expeditiously hear such cases. Another suggestion would be for the Government to consider setting up administrative tribunals for such matters.

It may also be added that the existing practice is not only time consuming for the Universities but the Courts take their own time to decide the cases. Such delays adversely affect the functioning of the universities. With the setting up of special courts justice will be done speedily and it would have a salutary effect on the working of the universities."

2.8 The Committee has recommended that a provision may be made in the Acts of the Univer-

sities to give statutory security of service to the teachers

2.9 The duties and responsibilities of teachers, it is recommended, be provided through the Statutes of the universities, as these have not so far been laid down in clear terms. The Committee while agreeing that the teachers should have the fullest freedom of expression and of association, recommended guarding against irresponsible behaviour and actions detrimental to the duties to be performed. In this connection, the following are stated to be the duties of a teacher

- (a) He shall engage classes regularly and punctually and impart lessons so as to maintain and strengthen standards of academic excellence. His academic duties shall include guidance and instruction to students in the form of tutorials/seminars/practicals and assessment/examination/evaluation work assigned to him by competent authorities of the institution. He shall not ordinarily remain absent from work without prior permission or grant of leave.
- (b) A teacher shall help the college university authorities in enforcing and maintaining discipline among students.
- (c) A teacher shall participate fully and enthusiastically in the corporate life of the institution and shall perform any other curricular and extra-curricular work related to the institution as may be assigned to him from time to time by the competent authorities of the college university. In this context the following shall be deemed to be unacceptable conduct on the part of the teacher

- (1) Failure to meet the responsibilities of instruction including (a) failure to meet classes, tutorials, practicals and seminars, (b) failure to be present in the institution/department during stipulated hours, (c) failure to hold examinations as scheduled and to invigilate at such examinations, (d) failure to assess impartially the performance of students and (e) to indulge in over marking/under marking or other attempts at victimisation on any ground.
- (2) Discrimination for or against students on political grounds or on grounds of caste, creed, sex, religion, nationality, region or language.
- (3) Inciting students against other students, colleagues or administration, including making public statements and writing articles in newspapers and magazines calculated to achieve this purpose.
- (4) Refusal to carry out the decision of the appropriate administrative and academic bodies of the university/college.
- (5) Unauthorised use of university/college resources or facilities for personal, commercial, political or religious purposes.

- (6) Forcible detention, threats of physical harm to, harassment and or intimidation of another member of the college/university community, with the intention of interfering with that person's performance of his/her duties.
- (7) Commission of a Criminal Act which has led to conviction in a Court of Law.
- (8) Violation of the canons of intellectual honesty, such as misappropriation of the writings, research and findings of others.
- (9) Being a full time employee, engaging in trade or business or tuitions without permission of employer.

The competent authorities of the university/college may frame comprehensive rules, indicate procedures of enquiry to be instituted against an erring teacher and ensure that principles of natural justice are fully observed and that the teacher's right of defence during the enquiry and of appeal against the penalty that may be imposed on him is fully guaranteed. It may also be ensured that teachers freedom of expression and legitimate professional or trade union activities do not become the real basis of disciplinary action.

2.10 The Committee has further suggested that when action, arising from breach of the above is to be envisaged, the final decision or award of punishment, may be recommended by a Committee of three academics who do not belong to the university concerned. The recommendations made by this committee should be binding on the university concerned.

3. Machinery to deal with and strengthen corporate life

3.1 The Committee is of the view that Central Universities have either no grievance removing machinery or an inadequate and ineffective machinery.

3.2 It has been recommended that the universities may appoint a person of very high credibility to examine individual grievances of students, teachers and Karamcharis, who would propose to the Vice-Chancellor how a grievance could be removed. The person to hold this high office should have held senior administrative, academic or legal positions and his appointment should be made by the Visitor from a Panel of names proposed by the Vice-Chancellor and term of office should be co-terminus with that of Vice-Chancellor.

3.3 As regards the general grievances of the employees, which may also include service conditions, the universities have been advised to set up Joint Consultative machinery separately for teachers and Karamcharis on the same lines as in the Central Govt.

3.4 The grievances connected with terms and conditions of service which cannot be tackled at the level of individual universities without creating other

problems would be handled through a new body, Council of Central Universities to be set up.

3 5 In the case of student grievances relating to residential matters, it has been suggested that these be tackled successively at hostel/hall levels through appropriate committees including students, wardens and provosts

3 6 The Committee has observed that it did not find much sign of active corporate life among the students even in universities where a large number of students stay in residence on the campus

3 7 The Committee has, therefore, recommended that adequate funds be provided to the Universities to (a) encourage sports and games; (b) support drama and film clubs, cultural activities, and hobby centres, (c) encourage institution of evening diploma courses in different technical, scientific and literary fields and (d) strengthen participation of students in adult and extension programme

3 8 It has been recommended that not only should there be effective participation of students in the organisation of these activities through appropriate committees under the guidance of the teachers, but it may be ensured that all students participate in one or the other activity according to their aptitude

4 Other measures for efficient academic and administrative functioning of universities

4 1 The Committee has observed that

“the teacher has a unique role in society While being a part of the social environ-

ment around him, he is also an important agent for changing this environment and moulding it for achieving the aspiration of society and for upholding ethical and cultural values A great responsibility rests on the teacher for moulding the future of a nation This responsibility can be fulfilled only when academic atmosphere and discipline in the educational institutions are strengthened

If we have to achieve the above, it has also to be ensured that the teachers can work in a congenial atmosphere and are not over-burdened with looking after their day to day needs During our discussion with teachers' representatives in all the Central Universities the following points emerged which affect the teachers directly

- (1) Revision of scales of pay,
- (2) Promotional opportunities,
- (3) Provision of Housing and Medical Facilities,
- (4) Adequate facilities for Library ”

4 2 The Committee noted that the UGC has since appointed a Committee to consider the question of revision of scales of pay of teachers and related matters

[The next part of the Report will appear in the next issue]

AMERICAN STUDIES RESEARCH CENTRE

HYDERABAD - 500007

American Studies Research Centre, Hyderabad, requires a Library Assistant (Professional) in the pay scale of Rs 700 - 40 - 1100 - 50 - 1600 which carries allowances according to Government of India rules The applicant must have the following qualifications and experience to be considered for the position

- (a) at least a second class master's degree in Humanities or Social Sciences from a recognized university,
- (b) a least a second class master's degree in Library and Information Science from a recognized university,
- (c) good knowledge of typing, and
- (d) complete fluency in English

Application on plain paper should reach the Director by **22 February 1984** Application should include the names of three referees who may be contacted by the Director for an evaluation of the applicant's ability and suitability for the position Those called for interview will be paid second class roundtrip rail fare

A.I.U. Delegation Meets Eighth Finance Commission

The maintenance grants provided to the universities have been quite inadequate considering the range of their activities. Recently due to inflation and general escalation in prices, the situation has further worsened. The chemicals and other science laboratory equipments have shown an abnormal increase in price. Foreign books and journals have also registered considerable increase in their cost. Considering these facts, it was decided that a delegation of Vice-Chancellors should meet the Eighth Finance Commission and plead for better allocation of funds for the universities. Accordingly, Prof R C Paul, President, AIU alongwith Dr A K Dhan, VC, Ranchi, Dr Gurbakhsh Singh, VC, Delhi, Prof P N Srivastava, VC JNU Delhi, Prof Ramaranjan Mukherji, VC, Burdwan, Prof N M Swami, Director, IIT Delhi, Shri G B K Hooja, VC Gurukula Kangri and Dr Jagdish Narain, Secretary AIU met Shri Y B Chavan, Chairman, Shri N V Krishnan, Secretary and other members of the Commission. Justice T P S Chawla, Dr C H Hanumantha Rao, Shri G C Baweja and Shri A R Shirli on January 16, 1984 at 3.30 P M and submitted a memorandum on behalf of the universities.

During the course of discussion, it was pointed out that the University Grants Commission provides assistance to universities for creation of posts and

other recurring expenditure for a specified period under Five Year Plans. Such recurring expenditure on the completion of the plan period, becomes the financial responsibility of the universities. They, in turn, seek the assistance of State Governments for this committed expenditure. The State Governments, which receive funds, as recommended by the Finance Commission for such expenditure, however, do not always provide for the required level of expenditure as part of the non-plan budget and this creates complications. It was therefore urged that the allocations made by the Finance Commission for educational sector should include a specific provision for 'Higher Education' for the guidance of the State Governments.

It was also pointed out that in some States no norms and specific procedures have been laid for determining non-plan grants to universities particularly for maintenance of campus facilities, students services and library. So the universities are unable to support adequate staff and working expenses needed by the universities for such facilities. New programmes have been initiated in the universities for raising standards and achieving excellence with the assistance of the University Grants Commission. The Centre of Advanced Study, College Science Improvement Programme, Remedial Courses, Central



Shri Y B Chavan, Chairman, Eighth Finance Commission talking to AIU Delegation.

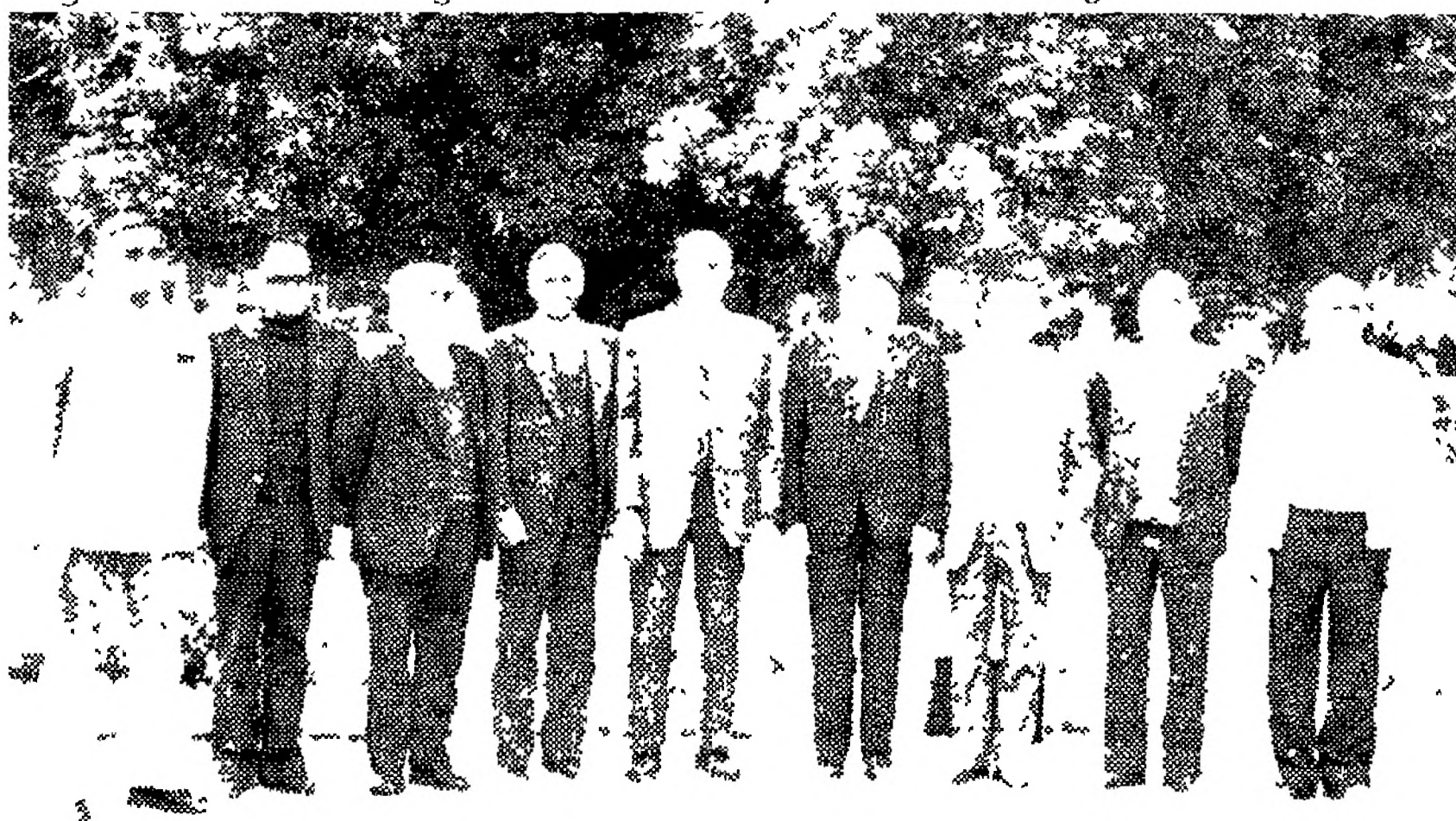
Instrumentation and Computer facilities are some of these new activities. The expenditure on such programmes, when taken over by the universities/colleges, with the help of State Governments, would require sizeable maintenance grants, which should also be taken into account while making the allocations for the coming years.

The provision for 5% annual increase in the non-plan budget of universities is unrealistic. Subscription to Journals, especially foreign journals, are rising at the rate of 15 to 20%. Science laboratory equipment and cost of chemicals are also rising at the rate of 10 to 12% per year. While the University Grants Commission allows an escalation factor of 7%, in fact, most of the universities have estimated it in the order of 10% of the overall recurring expenditure annually.

The value of scholarships and fellowships available to students/research workers have to be continuously reviewed and their value has to be linked to the prevailing salary structures elsewhere in order to attract good students for the award of such fellowships. The requirement of funds for continuing existing scholarships/fellowships at the enhanced rates should therefore be included in the maintenance budget. The other two areas in which larger allocation of funds are needed is the modernisation of curricula which require provision for new types of textbooks, teaching aid, library equipment and upgradation of existing facilities for teachers using modern teaching methods.

The attention of the Commission was also drawn to the poor maintenance of students services including health, sports hostels and messes etc. Over the

AIU Delegation which met the Finance Commission on 16.1.84



L to R—Dr Jagdish Narain, Mr Anjni Kumar, Mr G B K Hooja, Prof P N Srivastava, Dr R C Paul, Dr G B Singh, Dr A K Dhan, Prof N M Swami, and Prof R Mukherji

Apart from acquisition of new laboratory and other equipments, the existing equipment is also required to be replaced after 10 to 15 years due to wear and tear or obsolescence and funds have to be provided in the non-plan budget of universities accordingly.

Repairs of buildings of the older universities are also costly. Grants for special and annual repairs should also form a part of maintenance budget and should be on a realistic scale, in any case not below the level of buildings maintained by Public Works Departments of the Government.

years, this sector has been badly neglected for paucity of funds. Similarly, staff quarters for teachers and other employees have been poorly maintained. Most of the colleges are unable to maintain the physical facilities available on the campus resulting in a huge backlog on maintenance and require special grants for repairs. It was suggested that adequate provision should also be made for maintaining a proper watch and ward staff, public relation officer and horticulturist, which are essential for the proper running of the universities and upkeep of their campuses. □

A Strategy for Self Reliance in Postgraduate Textbooks

L Radhakrishna*

Postgraduate education in the Indian Universities in the Eighties can well be summarised as

"From Western Textbooks to Eastern Notebooks"

Western Textbooks

A cursory glance at the prospectus and syllabus of any Indian University especially in Sciences, convinces one that all the textbooks prescribed for study as well as those for reference are authored by Western scholars and primarily marketed by the USA or the UK. Since the students offering M Sc run into hundreds, if not thousands, multiple copies of the prescribed textbooks written by a Westerner are being inevitably purchased by the University libraries. Even after 35 years of winning political independence, we do not have academic independence at the level of M Sc textbooks.

Draining of Foreign Exchange

Multiple copies of the same book from the West means draining of the precious foreign exchange and diversion of money into the Western Exchequer. (Note: This does profit some Importing Book Agencies at the expense of the nation and of course this should not be the reason for patronising foreign books in multiple copies.) These Western books are very expensive. And then even after being costly, foreign books are procured by the Library. Do the students have the capacity to read them and benefit therefrom or even understand?

Eastern Notebooks

The students of M Sc / M A especially the first generation learners cannot understand or comprehend the exposition in the Western Textbooks. After all, these books are not written keeping the academic level and taste of the Indian Student in mind. Naturally, the student resorts to the class-room notes—Eastern notebooks—which are verbatim reproduced in the examinations after cramming. University Examiners moderate the question papers in such a way that even a mediocre student may manage to pass and in such a mediocre-oriented question paper an average regular student scores around 80 percent, thus the marks get inflated. As the questions do not test the creative talents of the gifted students, there is no incentive for developing the faculty of thinking among the students. Is it desirable to perpetuate this state of affairs?

Political Will and a Strategy

The subservience to the multiple copies of the Foreign textbooks can be overcome by bringing in a political will to formulate a definite timebound programme (say 4 years) for achieving **Complete Self-reliance (Sufficiency) in the Postgraduate Textbook Production**.

In any University Library one single copy of every Western Textbook is essential (and not more than

one copy), since knowledge should be acquired from all corners of the globe. The UGC may make it obligatory for all the Universities to drop the provision for the purchase of multiple copies of foreign texts by removing these Western books from the list of prescribed texts.

Strategy

A national scheme for the generation of Indian Textbooks for M A / M Sc / M Com / M B A (in English) may be envisaged in the following way:

Time required for the First Draft of the Indian Text on a particular subject	1 year
Time required for the scrutiny of the First Draft of Text book by PROMOTERS (experts from National Institutes like the T I F R)	6 months
Time required for the Second Draft of the text after incorporating Promoters views	1 year
Time required for final scrutiny and approval by the promoters	6 months
Time required for typing the final draft	6 months
Time required for Printing, Publishing and Distribution	6 months
Total Period	4 Years

Senior University Teachers should be persuaded to write these original Textbooks in English primarily. At the national level, not more than three different textbooks need be permitted to be drafted on every subject or branch of a discipline.

Prestige of University Teachers

This type of self-reliance in textbook writing and adoption in all the universities does enhance the prestige of the University Teachers. The teachers indeed have to work very hard to digest the latest trends (the best that is known and thought in the world) in their respective fields of specialisation and present it to the Indian student in a comprehensible and simple style. In fact, it is only the Indian teacher who knows best the abilities and handicaps of the Indian student, and certainly a western author has neither the opportunity to understand the level of the student in India nor is he obliged to cater to the needs of the Indian students. It is high time that faith is reposed in the Indian University Teacher for self-reliance in textbook production. As in Russia, a good textbook writer should be given a pride of place in professional cadre on par with a good research worker. Thus this scheme not only saves foreign exchange but also enhance the national pride.

I hope in 5 years time the slogan cited at the beginning of this article will be changed into

"From Indian Textbooks to Creative Notebooks"

as the sum and substance of Indian University Education.

*Department of Mathematics, Shivaji University, Kolhapur

Silver Jubilee Week Celebrations of the Gorakhpur University

The Silver Jubilee Celebrations brought to the University of Gorakhpur a week of festive occasion. It spanned a number of activities — a National Symposium on "Jawaharlal Nehru and Modern India", enactment of plays and moot-court, Kavi Sammelan, Mushaira and sports. To crown it all, was the presence of the Prime Minister Mrs Indira Gandhi and her Convocation address. The week, to say the least, stood apart from the average run of days at the University.

The celebrations began on Nov 7, 1983 in the University auditorium with Smt Swaroop Kumari Bakshi, Education Minister of U P performing the inaugural ceremony. Speaking on the occasion the Education Minister congratulated the faculty members for the achievements of the University and promised to extend all possible help and cooperation in its all round development. Prof B M Shukla, Vice-Chancellor of the University, expressed his sense of gratitude to the Education Minister who could, despite her busy schedule, find time to spare in the midst of the members of the University community. The same day a national seminar on "Jawaharlal Nehru and Modern India" was inaugurated by Shri K C Pant, Chairman, Cultural Advisory Board of Energy and Member of Parliament. In his inaugural address Shri Pant dwelt on the remarkable achievements of Pandit Nehru in the field of national reconstruction and international affairs and underlined in the process, the sagacity and prudence with which he handled the intricate problems of his time. To him entirely he told the distinguished audience, we owe our identity in the comity of nations. Mrs Bakshi also spoke on the occasion and her speech was reminiscent of old days, old memories connected with the life of Pandit Nehru.

On Tuesday Nov 8, 1983 two sessions of the symposium were

held — one in the morning and another in the after noon. The concluding session was addressed by Prof Asha Ram, who called attention to the role of Pandit Nehru in creating a democratic welfare state.

The same day the athletic association of the University organised a series of basket ball matches on the new basket ball court which was earlier inaugurated by Prof B M Shukla Vice-Chancellor of the University. On Nov 9, 1983, a festival cricket match was also held between the current team of the University and past cricketers. The Vice-Chancellor instituted a running Trophy in commemoration of Silver Jubilee of the University.

Later in the evening Dr J B Harrison, formerly Prof of History at the School of Oriental and African Studies London University gave a talk on "Violence and Bribery as instruments of state".

On Nov 10 1983 at 10 a.m a grateful academic community honoured the President of the Gorakhpur University Foundation Society, other founder-members, former Vice-Chancellors of the University and the first professors of the various teaching departments who have retired from the service of the University.

The Chancellor, Shri C P N. Singh declared the convocation open on Nov 11, 1983 and also welcomed the chief guest, Prime Minister Mrs Indira Gandhi. Prof B N Shukla, the Vice-Chancellor of the University thanked the Prime Minister and other guests.

In his speech he provided a close-up of problems and perspectives of Gorakhpur University and advanced a forceful plea for the residential character of the University, and opening of the faculty of agriculture. In the evening a fare of classical music, vocal and instrumental, was presented in the convocation pandal.

On Saturday, Nov 12, 1983 a session of moot-court was enacted portraying successfully the dialectics of law and intricate aspects of legal proceedings. In the evening a Hindi drama, an adaptation from Nirmala Verma's novel "Ek Chithara Sukha" (A shred of happiness) was staged in the University pandal by artists of 'Rupantar', a dramatic society of Gorakhpur. Later a Kavi Sammelan began at 8.30 P.M. in the convocation pandal and continued far into the night.

On Sunday Nov 13 1983 an inter-collegiate extempore elocution competition was organised in the Majithia building of the University.

The last in the series of functions during the Silver Jubilee Week was the Mushaira—an occasion for a gathering of distinguished Urdu poets.



Mrs Swaroop Kumari Bakshi, Education Minister of U P inaugurating the Silver Jubilee Celebrations of Gorakhpur University

A week of intense and festive activities came to an end with the University collecting itself with hope and confidence for achievements in the years ahead

Bharathiar University introduces "Project Method" for UG students

Bharathiar University has recently taken a decision to introduce Project Method of learning to undergraduate students from different faculties in order to make them undertake independent self learning, problem solving projects to make education meaningful and purposeful at undergraduate level. A 3-day workshop on 'Project Work Guidance and Evaluation' was held involving 220 teachers from 16 different disciplines and from 32 affiliated colleges. The objectives of the workshop were

- (i) to introduce the basic concepts of project method of learning, individually and in groups, in several subject areas
- (ii) to prepare detailed project briefs outlining the scope and content of the project need and purposes of project, objectives of the project, tasks and activities involved in the project specifying end product of the project and finally, giving details of the evaluation of the project,
- (iii) to prepare detailed guidelines for monitoring project work
- (iv) to suggest ways and means of integrating project work into the present undergraduate curriculum

Inaugurating the workshop, Prof G R Damodaran, former Vice-Chancellor of Madras University commended the University on the decision to introduce project work for undergraduate students in all non-professional courses to make students competent to solve problems in situations outside the class room. Prof V Natarajan, Director of the Workshop in his keynote address dealt on the basic concept of project work and reiterated the fact that students choose their

own areas for self learning, work in small groups to solve problems, develop ability to collect data, analyse data and judge usefulness of the data in solving problems and finally, a skill of communicating either orally or in the form of written reports. These abilities, he felt had been neglected for the simple reason that the project method was not adopted on a large scale for undergraduate students. Lead lectures were given on preparation of project brief, designing monitoring and evaluating individual/group projects, and preconduct, conduct and post-conduct stages of project work. Participants assembled in small groups and after detailed discussion and deliberation came up with a number of projects in their subjects together with preparing a comprehensive project brief for one project to serve as an illustrative example.

Follow up action is proposed to be taken up by individual groups to involve other teachers in the colleges and prepare project briefs for all the projects identified by the Workshop. It is proposed to introduce this project method after going through all preparatory work from the start of the next academic year in June 84.

Gauhati Varsity's National Integration Programme

A two-day National Integration Programme of Traditional Tribal Songs and Dances was organised on 19th and 20th December, 1983 at Haflong Govt College, Haflong, the district Headquarter of North Cachar Hills of Assam. The programme, sponsored and financed by the UGC, was organised by the Department of Folklore Research G U under the direction of Dr

BN Datta, the Departmental Head.

The programme was aimed at arousing among the tribal students at the college and university level a healthy respect for and interest in their respective traditional forms of songs and dances by encouraging them to participate in traditional items in an uninhibited manner. Besides, it aimed to provide an opportunity to the tribal students belonging to different groups to get acquainted with one another's culture and to foster among them a spirit of understanding and amity and give the tribal youth an orientation towards appreciation of the good things of traditional tribal life and values. By living in the same camps and by having discussion session the students were given ample scope for the exchange of ideas on their own cultural heritage and to pave the way to preserve them in keeping with the changed circumstances. The students were drawn from two hill districts from Assam viz North Cachar Hills and Karbi Anglong (Diphu Govt College and Haflong Govt College) and the plains of Assam (to be represented by Gauhati University and Dudhnoi College).

The participants consisted of 24 students from Diphu Govt College (Karbi, Rengma Nagas tribes), 50 students from Haflong Govt College (Dimas Kachari, Kuki, Mizo, Jaintia, Jemo Naga, Vaiphei Lampak tribes), 11 students from Dudhnoi College and Gauhati University (Boro and Rabha plain tribes).

The opening session of the programme was inaugurated by Mr Hojai, Chief Executive Member, District Council, North Cachar Hills and was attended by the teachers and students of Govt Haflong College and many distin-

Surjit Singh Dies in Accident

We deeply mourn the sad and untimely demise of Shri Surjit Singh, a Hockey Olympian who died in a car accident near Jullundur. The pain is more deeply felt because Shri Surjit Singh shot into prominence when he was representing Combined Universities Hockey Team in the Jawaharlal Nehru Hockey Tournament in Delhi. Our heartfelt condolences to Mrs Chanchal Randhawa and the bereaved family in their irreparable loss.

gushed persons of the town The brochure brought out on the occasion was released by Dr B Nath, Development Officer of the G U The valedictory function was graced by the presence of Sri H N Barhakar, Director, College Development Council, G U as the chief guest In addition to the participants the programme was attended by the teachers of Folklore and Anthropology Deptts, G U and Hafflong College, Hafflong

National Integration Week at Gujarat Vidyapith

A National Integration Samiti of the Gujarat Vidyapith has been working since 1975 Every year it arranges different types of programmes aimed at social religious and linguistic integration like visit to Andaman Sri Lanka etc and Seminars on Harijans and National Integration Islam for integration Linguistic minorities of Ahmedabad visits to Tribal areas etc This year it organised a six day programme for celebration of National Integration week 50 students were invited from various colleges of Gujarat state for attending the six-day (26-12-83 to 31-12-83) integration camp The students were selected from different religious denominations such as Hindu Muslim, Sikh, Christian Jain They were also from both the sexes During their six-day stay in the Gujarat Vidyapith campus visit to different holy places such as Jain temple Hindu temple Mosque Church etc was arranged Observation of ritual process of some religions was also arranged Every night holy worship songs from all religions were presented by devotees of different religions Lectures of scholars belonging to different religions were arranged It is proposed to publish these lectures in a booklet

The participants were presented 7 books of Gandhian thought having a bearing on equality of all religions and religion as a spiritual source of inner strength rather than a sect

Vice-Chancellor Prof Ramlal Parikh distributed certificates and books to the participants and called upon them to cultivate a spirit of mutual understanding and adjustment as well as tolerance which are the fundamental components of Indian culture He further said that universities have a special responsibility in promoting these values without which education is meaningless

This Committee is scheduled to visit Sikkim also for the purpose of discovering India to understand and promote the spirit of unity in diversity

Dr. Ambedkar Memorial Lecture at Karnatak Varsity

Under the auspices of Dr Babasaheb Ambedkar Chair in Political Science, Justice O Chinnappa Reddy Judge of the Supreme Court of India delivered two special lectures on the subject 'Legal Theory and Social Change—the Indian Scene' on 21 and 22 December 1983 in the Senate Hall of the

Karnatak University Dr D M Nanjundappa, Vice-Chancellor, presided After a special introduction of the Chief Guest by the Vice-Chancellor, Dr A M Rajasekharia, Dr Babasaheb Ambedkar Professor of Political Science, welcomed the gathering and explained the programmes of the Chair

In his first lecture, Justice Chinnappa Reddy examined the various legal theories obtaining in current jurisprudence such as positivism, realism and sociological interpretation, and argued cogently for a Marxist approach to the problem of law Thus, he emphasised the importance of interpreting legal theory and practice in terms of the presuppositions of historical material This meant the understanding of law and its practice as a reflection of the basic structure of society comprising the forces of production and relations of production Hence legal theory should be analytically related to the notions of class rule and class conflict He also saw a clear connection between bourgeois rule and domi-

UNIVERSITY NEWS

A Weekly Journal of Higher Education & Research

(Published on 1, 8, 16 & 23 of every month)

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nance of religious superstitions. In his second lecture, the learned Judge attempted a trenchant and radical analysis of the functioning of the Indian judicial process, and demonstrated the nexus between judicial interpretations and the class nature of the society. Citing specific cases, especially the Bank Nationalization case and A K Gopalan case, he showed how the same has come to be interpreted differently in the interest of the ruling classes which control the means of production and political power. On the second day the Hon ble Minister of Education Government of Karnataka was present.

Models of Teaching Seminar held at Indore

The Department of Education, Devi Ahilya University, Indore conducted a six day Seminar on Models of Teaching in December 1983. This seminar was sponsored by the UGC.

About 35 teacher-educators and resource persons from different states viz Gujarat, Maharashtra, Andhra Pradesh, Haryana, Punjab, Tamil Nadu, Uttar Pradesh and Rajasthan attended.

Four main families of Teaching Models (a) The Information Processing Models—Bruner and Ausubel (b) The Social Interaction Models—Role Playing and Social-Simulation (c) The Personal Models—Synectics and (d) Behaviour Modification Models—Programmed Learning were discussed and demonstrated. The curricular and structural implications of these Models of Teaching were also highlighted for their implications to teacher education and school system in India. In addition to it the Multi-Level Reading Laboratory prepared by Dr (Mrs) Madhuriben Shah was examined for its field application.

Varsities badminton team for national championship

The following players have been selected to represent the Combined Universities Badminton (M & W) Teams in the

National Badminton Championships being held at Poona from 25th to 31st January, 1984.

MEN

- 1 N K Subhedar (Captain)
— Delhi University
- 2 Chandra Mohan
— Bombay University
- 3 Arvind Katyal
— Punjabi University
- 4 Dharminder Batra
— Guru Nanak Dev University

5. Harinder Uppal
— Guru Nanak Dev University

6. Puneet Kumar
— Meerut University

WOMEN

- 7 Rajni Sidhu
— Punjabi University
- 8 Sunita Rani
— Kurukshetra University

A brief coaching camp for the members of the team is in progress at the Indian Institute of Technology, Powai, Bombay.

Farm Technology Seminar held at PAU

A seminar on appropriate technology for farm mechanisation was held at the Punjab Agricultural University recently. The seminar was jointly organised by the Department of Farm Power & Machinery of the PAU and the National Productivity Council Chandigarh and was attended by delegates from Industry, Agricultural Universities, Agro-Industries Corporations, Banks, Indian Standards Institution and the State Department of Agriculture.

Inaugurating the seminar, Dr K S Nardpuri, Director of Extension Education of the PAU said that Engineering Technology had played a vital role in increasing production. He pointed out that dwarf varieties evolved by the Plant Breeders were better suited for mechanical harvesting and threshing and helped in adoption of appropriate technology. Dr Nardpuri suggested that the engineers should develop a low-horse power four-wheel tractor for small farmers.

Dr S R Verma, Dean College of Agril. Engineering in his presidential address said that tractors, threshers, tube-wells and other farm machinery used in Punjab alongwith other inputs like seeds, fertilizers, pesti-

cides were responsible for increased production and productivity.

Papers were presented on different farm machines, machinery standardization and technology transfer.

A short duration blackgram for rainfed cultivation

In Tamil Nadu, as many as 12 varieties of blackgram have been developed and released for general cultivation. Among them Co 1 and Co 3 are recommended for cultivation under rainfed condition during monsoon season (September-October).

These varieties are fairly long duration which matures in 105 and 85 days respectively. Hence attempts were made to develop short duration varieties suitable for rainfed cultivation which resulted in the variety Co 5. This was released from the Tamil Nadu Agricultural University recently for general cultivation.

The strain Co 5 is a pure line selection from the Musiri local. It is a high yielding selection characterised by compact growth, determinate habit, photo-insensitivity and synchronous maturity with a duration of 70-75 days from seed to seed.

At University research stations under rainfed condition over five years Co 5 recorded an average grain yield of 795 kg/ha as against 605 kg/ha for Co 3.

and 625 kg/ha for Co 4. The percentage of increase being 31.7 and 25.4 percent over Co 3 and Co 4 respectively. Under farmers' holdings in different districts of the State over five years as a dry crop Co 5 recorded a mean yield of 765 kg/ha compared to 610 kg/ha of Co 3, the percentage increase in yield being 25.7.

Under irrigated condition the potentiality of Co 5 was of the order of 1275 kg/ha as compared to 1045 kg/ha of Co 3 and 1225 kg/ha of Co 4.

This variety is found to be moderately resistant to powdery mildew and leaf crinkle virus, and moderately resistant to pod borer.

Punjab wheat crop being hit by manganese deficiency

A large number of reports are pouring in from different districts of Punjab where the wheat crop is suffering from manganese deficiency. Micronutrients experts in the department of Soils of the Punjab Agricultural University have confirmed that the deficiency of manganese in wheat crop has appeared especially on sandy soils or highly permeable ones under rice-wheat rotation.

According to these experts this deficiency occurs largely as a result of leaching losses of manganese from the root zone with rice cultivation. The symptoms of manganese deficiency in wheat are interveinal chlorosis on the middle leaves with light greyish yellow to pinkish brown coloured specks of variable size confined largely to two-third lower portion of the leaf. Later, specks coalesce forming pinkish brown streaks or bands in the middle part of the leaf while the veins remain green.

The PAU experts have advised the farmers to spray immediately the affected crops thrice with 0.5% manganese sulphate solution (half kg manganese sulphate in 100 litres of water) at 6 to 7 days' interval on clear days.

News from Abroad

Infra-Red Communication System developed in University of Sydney, Australia

Researchers at the University of Sydney have developed a method of transmitting computer information from one part of an office to another without the use of cable or wire connections.

The system uses a transmitter which sprays invisible data-laden infra-red light beams around the ceiling and upper walls of an enclosed space so that they bounce repeatedly until picked up by a receiver.

The spraying system developed by Dr Ian Parkin, a senior lecturer in computer science, and professional assistant Dr John Zic, is called diffuse broadcasting.

"Other systems using infra-red light incorporate a satellite receiver and transmitter located as a globe on the ceiling of the room in which computers and terminals are operating but transmissions are likely to be broken when a person or object comes between transmitter and receiver, causing 'information shadows'."

In the diffuse broadcast system the infra-red light beams are broadcast to virtually all parts of a room by a small dish of light-emitting diodes (LEDs). If one or more of the transmissions are blocked by information shadows, others carrying the same message will still reach the intended receiver.

The receiver is programmed to recognise the message and acknowledge only successful, and complete, receptions.

Even if there are more transmitters and receivers working in the same room at the same time only the receiver programmed to receive a particular message can receive it.

The intensity of the infra-red light used in diffuse broadcasting is only one millionth the strength of infra-red radiation in sunlight

and consequently involves no health hazards.

The rate of switching of the LEDs is limited to between 10 and 500 kHz so as to avoid interference from other sources of infrared emissions, such as fluorescent lights and electric heaters.

Dr Parkin believes the system has the potential to be the cheapest and most practical medium for high-speed digital communications within offices or homes using computers or similar equipment.

The cost of wiring within the room is eliminated. There is also no need to plan a room layout to accommodate the system. If there is a subsequent need to move computers or terminals or similar equipment such as word processors or digital telephones from one site to another, one needs only to worry about the machines themselves.

Another application could be used by robots. Dr Parkin said. Instead of robots having communication wiring attached to them like umbilical cords, they could wear infra-red ray 'hats' to receive commands or communicate with one another as they move from one task to another.

A complete unit, consisting of the LED transmitter dish, LED driver circuitry board and a receiver of photo diodes takes up a space equivalent to three house bricks. Dr Parkin is confident that with miniaturisation techniques already in use the size could be reduced enough to fit the unit inside most computer and terminal cabinets.

Dr Parkin said the prototype now being tested would cost \$600, but mass production would reduce this to between \$50 and \$100.

Further information can be had from Dr Ian Parkin, Senior Lecturer, Basser Department of Computer Science, University of Sydney, Sydney, NSW, 2006, Australia.

Educational Ideas of Grundtvig and Gandhi

Ramlal Parikh*

Text of the address given to the plenary session of the Grundtvig International Conference held in Copenhagen on 12th September, 1983

Although Grundtvig and Gandhi were born in different centuries, there are some remarkable similarities in some of their educational views. Grundtvig was born in 1783 in the later part of the 18th century. Mahatma Gandhi was born in 1869 in the later part of the 19th century. Despite this difference of almost one hundred years in their birth, Grundtvig seems to be forerunner of some aspects of Gandhi's educational vision. Both have expressed universal truths about some fundamental aspects of education.

Although Grundtvig's writings in English language are very limited, they do indicate a clear trend of his vision of education. The expression "school for life, instead of school for death" strongly indicates Grundtvig's dissatisfaction with traditional institution of schooling entirely based on book-learning. He described the school system as "rigid scholasticism". This is a very apt description of the educational system of late eighteenth century which persists in many ways even in late twentieth century. Gurudev Tagore—a great Indian poet and educationist—also propounded similar views through Vishva-Bharati—a university founded by him and wedded to global perspectives of education. Grundtvig saw in the traditional school system a process of alienation from life. Gandhi also voiced the same concern vehemently. Education through traditional school system alienates and uproots students from their homes, community and native culture without providing a sustainable alternative. The equilibrium between home, school and community has virtually collapsed and the school continues to drag itself in isolation. This new imbalance is at the root of widespread frustration in our younger generation which continues to be bred up in the traditional school system for over two centuries now. Both Grundtvig and Gandhi seem to have stuck at the root of this malaise and expressed strongly in favour of life-long and life-centred education in opposition to education away from life. Grundtvig described his concept as a "school for life". Gandhi described it vigorously as a "womb to grave" learning process.

Grundtvig is known in India as a father of the folk high school movement in Denmark. The idea of folk high schools had so profound influence on Indian educational planners that in early fifties a special team of educationalists was sent by the Government of India to Denmark to study the working of the folk high school programme. The team returned with great appreciation of folk high school programme and advocated setting up of similar folk school type, activity-based, rural institutes. Ten rural institutes were set up immediately with the financial support of the Government of India. Grundtvig is thus known to India through folk high school programmes of adult education.

Grundtvig's ideas and approaches are very relevant to India even today in combating the enormous problem of adult illiteracy of 100 million people of 15-35 age group in addition to almost 100 million illiterates in the age group above 35 years. The traditional school has not succeeded in resolving this vital problem of Indian national life. As against 100 million students enrolled in schools, equal number is not enrolled in the schools and 50% of the enrolled drop out in the first two years of schooling. Thus the number of people out of school is of astronomical size. Since our school system is unable to meet the challenge of this magnitude, our eyes turn to various out-of-school programmes and Grundtvig with his ideas of folk schools appear relevant to us. Thus the influence of ideas put forward by Grundtvig is profoundly felt in India, and we continue to draw inspiration from his idea of folk school programme as a reinforcement to what Gandhi stated in the first decade of the 20th century which later developed as 'Nai Talim—New Education with community life, community service and socially useful productive work as its integral components, of education.

Grundtvig raised his voice against the domination of Latin language as a medium of instruction and strongly pleaded for using Danish language in place of Latin. His opposition to a foreign language, whether classical or modern, was so strong that he even denounced Latin as a dead language. Grundtvig expressed his concern for mother-tongue with

*Vice-Chancellor, Gujarat Vidyapith

great vehemance when he stated that "country and people are very poorly served by erudite men who shun their mother-tongue" Gandhi and Tagore fought similar battles against English language medium in Indian education despite their intense love for English literature Education through mother tongue is the foundation of educational ideas of all the three great men Gandhi made a rule in the Gujarat Vidyapith—a University level institution founded by himself—that mother tongue shall be the medium of instruction at all stages of education This has given access to higher education to large number of rural and tribal youths of Gujarat State in India

Secondly, Grundtvig pleaded for preservation and development of 'cultural identity' of the people in any educational process and therefore pleaded for learning of mother tongue, national history and Danish culture Gandhi also pleaded almost with same force and in greater detail for first inculcating values of Indian culture in any process of learning Both of them seem to advocate a native foundation for education Grundtvig stressed through knowledge of national history through narrative and song Gandhi also stressed the need for understanding Indian culture but with a caution of great fore-sight in the words 'No culture can live if it attempts to be exclusive' and further pleaded for "teaching mass music"

Thirdly Grundtvig pleaded for knowledge of life, rather than books alone as a predominant component of learning According to Grundtvig, "Intrinsically all letters are dead whether written by the hand of an angel and with a heavenly pen For every kind of book knowledge which does not coalesce with a corresponding life on the part of the reader is simply dead He also stated "any education which demeans and disregards this life is self-defeating, suffocates people, and harms the nation" Later after a century, Gandhi stated "real education consists in drawing the best out of yourself what better book can there be than the book of humanity literacy in itself is no education" Obviously,

Gandhi goes further than Grundtvig and becomes more specific when he states that "the utterly false idea that intelligence can be developed only through book reading should give place to the truth that the quickest development of the mind can be achieved by artisan's work being learnt in a scientific manner

Literary training by itself adds not an inch to one's moral height, and character building is independent of literary training"

Fourthly Grundtvig fought for freedom of church and consequently for education from state control and state interference Gandhi and Tagore in India also vehemently pleaded for education being free from state control All the three felt that learning could flourish in an atmosphere of freedom only Gandhi used the Sanskrit saying from Indian tradition in support of freedom of education *Sa Vidya Ya Vimuktaye*—that is learning which libera-

tes you This has been set as an ideal of the Gujarat Vidyapith The liberation here is to be viewed from widest perspective of working for liberation of soul and ultimate salvation of mankind

Grundtvig worked for strong native base for learning Gandhi also pleaded similarly Following words of Gandhi express his reconciliation between world brotherhood and love for native culture

"I do not want my house to be walled on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible But I refuse to be blown off my feet by anybody"

Some of these similarities between Grundtvig and Gandhi does not mean that they have identical approach in their scheme of educational change but what is important is that they have by and large a common vision of education

India is set on a pledge to liquidate illiteracy of 100 million people in coming 10 or 15 years Adult literacy programme is a part of minimum needs programmes of our national development The University Grants Commission has widened the dimensions of higher education through a policy statement that 'Extension as a third dimension of higher education will receive equal importance with Teaching and Research' This is the most significant measure which has radical potentiality of bridging the wide gap between Indian Universities and mass of our people Thirty prominent universities and 600 colleges have now adult and continuing education centres as an integral part of the higher education system

Indian Society for Community Education is formed for promoting community education A conference of educators from different parts of India adopted a declaration on 30th November 1982 that indicates the inspiration of Grundtvig in following words

"Having met in this year of 200th birth anniversary of the Danish educator, Mr N F S Grundtvig—the founder of Folk-schools movement—hereby dedicate ourselves to the educational processes in its integral form of cognitive, affective and connative, thus inter-weave three major agencies viz Home, School and Community to give a social cohesion"

It concludes with significant resolve

"The conference appeals to Indian Educationists to celebrate Grundtvig Bicentenary in 1983 with a renewed resolve to pursue non-formal and out-of-school education as a response to the prevalent crisis in education"

This is how Grundtvig continues to inspire us in taking education to folk i.e. common people □

THESES OF THE MONTH

AIU LIBRARY

Established in 1965, the AIU Library has acquired over the years a valuable collection of books and documents on Higher Education. Among the topics prominently represented are Educational Sociology, Educational Planning, Educational Administration, Teaching & Teachers' Training, Examinations, Economics of Education and Country Studies. Developing fields of Adult Education, Continuing Education and Distance Education, and Educational Technology are also well stocked. The Library is particularly strong in its collection of reports whether they are on the setting up of different universities or on the state of Higher Education. Files of Annual Reports of different universities are also maintained. Readers are kept informed of the latest acquisitions through our column 'Additions to AIU Library'.

The Library also receives about a 100 periodical titles on Higher Education. All these are indexed regularly and a select list appears every month as 'Current Documentation in Education'.

Doctoral Degrees awarded during the preceding month are reported as 'Theses of the Month' while registrations made for such degrees are flashed as 'Research in Progress'. Bibliographies are also compiled and supplied on demand.

Research scholars and students of education are welcome to use these resources. The Library is situated at 17-B, Indraprastha Marg, New Delhi-110 002. It is open from 10 a.m. to 5 p.m. Monday through Saturday except Second Saturday. Access can also be had through inter library loan for which requisition must be made through your Librarian.

A list of Doctoral Theses Accepted by Indian Universities

BIOLOGICAL SCIENCES

Marine Biology

1. Sudha K. C. Studies on the larval and post-larval fishes of Travancour Coast. U. Ker. Travandrum

Biochemistry

1. Annamala P. T. Studies on the biochemical effects of glibenclamide. U. Ker. Travandrum
2. Biriiah Kanak Chandra. Study of alcohol sensitivity in animals of different blood groups. Gauhati U.
3. Bhargava Purnima. Studies on cerebral carbohydrate and lipid metabolism in developing rat during undernutrition. BHU Varanasi
4. Halder Subrata. Biochemical studies on membrane properties of *Vibrio cholera* under normal and drug resistant conditions. U. Calcutta
5. Lal Hai Krishan. Characterisation of fungal component(s) eliciting phytoalexin production in chillies *Capsicum annum* L. IIAU Hissar
6. Renuka Gandhi. Clinical and biochemical aspects. PAU, Ludhiana

Botany

1. Ajmera, Rajni Kant. Studies on the comparative morphology and anatomy of seedling development in the Gramineae. U. Raj. Jodhpur
2. Avachi Akhlesh Kumar. Studies on microbiology of leaf surface of *Piper* beetle L. with special reference to leaf rot disease caused by *Phytophthora parasitica* var. *piperina*. RDV, Jabalpur
3. Bandyopadhyay Nirmalya. Cytology, cytochemistry and tissue culture of some commercially important plant species. U. Calcutta
4. Chaturvedi, O. P. Biomass structure, productivity and nutrient cycling in *Pinus roxburghii* forest. Kum. U. Nainital
5. Duara, Lakshmi Raj. Pathological and certain biochemical aspects of infection and rotting of *Pyrus malus* L. fruit by fungi in Kameng District of Arunachal Pradesh. Gauhati U.
6. Joshi, Subodh. Genetic studies on sweetpepper *Capsicum annum* L. Kum. U. Nainital
7. Mahajan Ashok Davaram. Algal flora of paddy fields in Kura District Gujarat. Cyanophyceae. SPU, Vallabh Vidyanagar
8. Mathew Lillyamma. Anatomical and palynological studies on some Verbenaceae. SPU, Vallabh Vidyanagar

9. Mehta Archana. Biochemical studies of fruit rot of *Trichosanthes dioica* Roxb. and *Solanum melongana* Linn. caused by *Fusarium* Sp. HS Gour Sagar

10. Nabeesa E. Histochemical and biochemical aspects of flowering in *Abelmoschus esculentus*. U. Calicut

11. Pall Balbir Singh. Biochemical studies of resistance in minor millets with particular reference to phenolase and glucosidase. RDV, Jabalpur

12. Potdar Survakant K. Fungi of Malshej Ghat. U. Poona

13. Prasher Indu Bhushan. Nutritional studies of some fungi. Pb. U. Chandigarh

14. Punetha N. Morphological and anatomical studies in the family *Glechomataceae*. Kum. U. Nainital

15. Subha Rao P. V. Biology and propagation of *Gelidiella acerosa* (Forsk.) Feldmann at Haniel in the Mandapam region. BHU Varanasi

Zoology

1. Agarwal Ashok. Studies on mammalian epididymis. BHU, Varanasi
2. Chakraborti Subrata. Comparative and physiological cytology of the avian pineal apparatus. U. Calcutta
3. Ghosh Subha. A survey of the neuroendocrine system in dipterans. RDV, Jabalpur
4. Gupta Braj Bansi Prasad. Endocrine control of oxidative metabolism in Indian garden lizard *Calotes versicolor*. BHU, Varanasi
5. Janardhana Rao Kodali. Studies on the fishery and biology of important prawns of Lake Kolleru in Andhra Pradesh, with an account of *Macrobrachium* culture in pond ecosystem. Andhra U. Waltair
6. Joshi Archana. Limnological investigations in Sar Tal Lake. Kum. U. Nainital
7. Khanna Neeraj. Studies on the carbohydrate, protein and lipid metabolism in a fresh water teleost *Puntius conchonus* Ham. Kum. U. Nainital
8. Negi Vandana. Zooplankton population and secondary production in Lake Khurpatal. Kum. U. Nainital
9. Pardeshi Lal. Role of thyroid in reproduction of migratory redheaded hunting *Emberiza bruniceps*. BHU, Varanasi
10. Roy Jagat Kumar. Chromosome organization in *Drosophila*. BHU, Varanasi
11. Shah Lata. Studies on the taxonomy of some beetles of different terrestrial habitats of Nainital. Kum. U. Nainital

12 Sharma, Neelima *Investigations on limnology of tank ecosystem near Allahabad with particular reference to abundance and seasonal distribution of plankton and benthos* HS Gour, Sagar

13 Swayam Prabha, M S *Studies on the physiological and biochemical relations between the ovary and the reproductive tract in the female slender loris, Loris tardigradus lydekkerianus* Bangalore U

14 Velicheti, Saraswati H *Effect of homeopathic drug, Pulsatilla on reproduction of rats and consequential changes exhibited by neurons of arcuate nucleus* BHU, Varanasi

Medical Sciences

1 Dube Rajeev *Studies on correlation of the dielectric constant with formulation parameters* HS Gour, Sagar

2 Ghosh, Pradipkumar *Role of sex-dependent urinary protein in adrenocortical and gonadal activities in the male rats* U Calcutta

3 Gopinathan K *Bilateral asymmetry in the number of cells in the dorsal root ganglia related to nerves supplying the forelimbs of the rabbit* MDU Rohtak

4 Gupta, Krishna *Blood lactate and pyruvate as indices of adequate oxygenation* BHU, Varanasi

5 Kannan, K *Studies on the immunotoxicologic evaluation of endosulfan in rodents* JNU, Delhi

6 Kapoor Sunil *Study of potential neuromuscular blocking quaternary ammonium steroids* Pb U, Chandigarh

7 Mitra Jagabandhu *Study on reproduction function after abortion* U Calcutta

8 Pandit, Javanta Kumar *Biopharmaceutical evaluation of some selected dosage forms of phenylbutazone* BHU Varanasi

9 Pandya Narhari *Vrikshayee mein viksha shalakavivgyan Ek gaveshanatmak adhyayan* U Raj, Jaipur

10 Sreenathan R N *Studies on the teratogenic effects of acetaldehyde in the rat* BHU, Varanasi

Agriculture

1 Bhat Jagannath *Studies on the physiology of post-harvest storage and corking disorders of apple in Kashmir Valley* BHU Varanasi

2 Chand Karan *Studies on the interaction of soil micro-organisms and dithiocarbamates* Pb U, Chandigarh

3 Datta Manoranjan *Studies on cross-pollination induced by irradiation and its utility in breeding for yield in groundnut, *Arachis hypogaea* L* U Calcutta

4 Garg Hem Raj *Comparison of breeding potential in backcross and F_2 populations of upland cotton, *Gossypium hirsutum* L* PAU Ludhiana

5 Ghosh Kunal *Studies on the chemistry of humic substances* U Calcutta

6 Hari Vallabh *Evaluation of herbicides for weed control in onion *Allium cepa* L* BHU, Varanasi

7 Jha, Pankaj Bihari *Combining ability and yield stability in crosses of maize *Zea mays* L involving inbreds from indigenous and exotic populations* PAU Ludhiana

8 Kanwal Kehar Singh *Characterisation of gene effects and their implication in rice *Oryza sativa* L breeding* BHU, Varanasi

9 Paramjit Singh *Genetics of grain quality in pearl millet, *Pennisetum typhoides* S&H* PAU, Ludhiana

10 Ranga Rao, Gudipati Pandu *Studies on energy budget components of sugarcane crop* Andhra U, Waltair

11 Sandhu, Balbir Singh *Effect of certain agronomic factors on the efficacy of metoxuron for weed control in wheat* PAU, Ludhiana

12 Sessa Reddy, Bothi *Marketing of rice in Andhra Pradesh* BHU, Varanasi

13 Sharma, Hari Mohan *Studies on soil plant relationship of gram, *Cicer arietinum* at different fertility environment in calcareous soils of North Bihar* RAU, Samastipur

14 Shaw, Shashanka Shekhar *Relative preference of different host plants on orientation of oviposition development of *Chiothrips indicus* Bagnall and its seasonal activity* JN Krishi, Jabalpur

15 Singh, Kailash Narayan *Genetic variability for alkalinity/salinity resistance in wheat* BHU, Varanasi

16 Singh, Ram Raksha *Soil science and reaction availability of copper in calcareous soil* RAU Samastipur

17 Singh Reeli *Studies on safflower rust *Puccinia calce-trapae* var *centaureae*(DC) Cummi* JN Krishi, Jabalpur

18 Sinha, Uma Shankar Prasad *Synergistic effects of optimum and limited fertilisation in multiple cropping* RAU, Samastipur

19 Sud, Mohinder Pal *Genetic analysis of induced polygenic variations in micro and macro-sperma lentils *Lens culinaris* Medic* HP Krishi, Palampur

20 Sundararajan, R *Residue studies of permethrin a synthetic pyrethroid insecticide on tomatoes* PAU, Ludhiana

21 Uday Shanker *Studies on mycodeterioration of finger millet seed during storage* Mag U Bodh Gaya

22 Va d, Krishan Lall *Genetics of yield and quality traits in mung *Phaseolus vulgaris* L* BHU, Varanasi

Horticulture

1 Narayan Das *Heterosis and combining ability studies of diallel crosses in brinjal *Solanum melongana* L* BHU, Varanasi

2 Rai Chandra Shekhar *Effects of urea G 1 on vegetative growth, flowering, fruiting and fruit quality of guava *Psidium guajava* L* BHU Varanasi

3 Shri Narayan *Studies on air cooled storage of apple *Malus domestica* Borkh cv Red delicious in relation to pre-harvest treatments and picking maturity* HP Krishi Palampur

4 Singh Madan Mohan *Relationship between ascorbic acid content and plant hormones on flowering and fruiting in apple *Malus domestica* Borkh* HP Krishi Palampur

Veterinary Science

1 Jalaluddin A M *Experimental graded acute uraemia in bovines* PAU Ludhiana

2 Mondal Mohammad Motahar Hussain *Studies on some aspects of the biology of *Sarcoptes scabiei* and the treatment of mange in domestic animals with some new acaricides* PAU Ludhiana

3 Muralidharan Navu K N *Evaluation of ether a general anaesthetic in buffalo calves* HAU Hissar

A list of select articles culled from periodicals received in AIU Library during December, 1983

EDUCATIONAL PHILOSOPHY

McCartan, Anne-Marie *The community college mission Present challenges and future visions* *J Hi Edu* 54(6) 1983 676-92

Ramphal, Shridath S *Technology A flawed God?* *Univ News* 21(18), 15 Sept 83, 593-7

Sinha Rita Vinoba Bhavs thought on education *Edu Q* 35(2) 1983 39-42

EDUCATIONAL PSYCHOLOGY

Sharma, Radha Rani *Self concept and adjustment as factors in academic achievement* *Indian Ednl Rev* 18(2), 1983 46-59

Touron, Javier *Determination of factors related to academic*

achievement in the university Implications for the selection and counselling of students *Hi Edu* 12(4), 1983, 399-410

EDUCATIONAL SOCIOLOGY

Aryes Q Whitfield and Pennett, Ronald W *University characteristics and student achievement* *J Hi Edu* 54(5) 1983, 516-32

Bergendal Gunnar *Higher education and knowledge policies A personal view* *J Hi Edu* 54(6) 1983, 599-628

Jain Vinay and Jain, Promila *Campus unrest* *Univ News* 21(22), 15 Nov 83, 796-7

EDUCATIONAL PLANNING

Jan Mohammad *Institutional planning* *Univ News* 21(22), 15 Nov 83, 794-5

Lane, Jan-Erik Higher education Public policy-making and implementation *Hr Edn* 21(18), 1983, 519-65

EDUCATIONAL ADMINISTRATION

Collins, J Stephen Integrated systems approach to improving management *Ednl Rec* 64(3), Summer 83, 23-7

Desai, Uday Vice-Chancellor A man for all seasons *New Frontiers Edn* 13(3), 1983, 1-20

Ginsburg, Sigmund G Avoiding financial exigency *Ednl Rec* 64(3), Summer 83, 40-6

GOVERNANCE framework for higher education *Ednl Rec* 64(2), Spring 83, 12-18

Halsey, A H Oxford's power game *THES* (583), 6 Jan 84, 14

Harman, Grant The erosion of university independence Recent Australian experience *Hr Edn* 12(5), 1983, 501-18

Lacey, Paul A The politics of vitalising teaching *New Directions Teaching Learning* (15), 1983, 95-105

O Connell, Colman College policies off-target in fostering faculty development *J Hr Edn* 54(6), 1983 662-75

Rainsford, George N Change, growth and entrepreneurial opportunity in higher education administration *Ednl Rec* 64(3), Summer 83, 20-2

Satty, Thomas L and Ramanujam, Vasudevan Objective approach to faculty promotion and tenure by the analytic hierarchy process *Res Hr Edn* 18(3) 1983, 311-31

Trow, Martin Defining the issues in university-government relations An international perspective *Studies in Hr Edn* 8(2), 1983 115-28

Verma D P The state of our colleges *Univ News* 21(23), 1 Dec 83, 827-31

CURRICULUM

O Neil, Michael J and Jackson Lorna Nominal group technique A process for initiating curriculum development in higher education *Studies in Hr Edn* 8(2) 1983, 129-38

Slaughter Sheila and Silva Edward T Service and the dynamics of developing fields The social sciences and higher education studies *J Hr Edn* 54(5) 1983 481-99

TEACHING

Fox Dennis Personal theories of teaching *Studies in Hr Edn* 8(2), 1983 151-63

Natarajan V Conventional teaching methods and technologies *Univ News* 21(20) 15 Oct 83, 665-7

EDUCATIONAL TECHNOLOGY

Lear, Erich Computer-assisted instruction Getting started and staying compatible *New Directions Teaching Learning* (15), 1983, 49-57

Reid, Fraser J M and Champness Brian G Wisconsin educational telephone network How to run educational teleconferencing successfully *British J Ednl Tech* 14(2), 1983, 85-102

EVALUATION

Baker, Eva L and Herman, Joan L Task structure design Beyond linkage *J Ednl Measurement* 20(2), Summer 83, 149-64

Haertel, Edward and Calfee, Robert School achievement Thinking about what to test *J Ednl Measurement* 20(2), Summer 83 119-32

Harnisch, Delwyn L Item response patterns Applications for educational practice *J Ednl Measurement* 20(2), Summer 83 191-206

Linn Robert L Testing and instruction Links and distinctions *J Ednl Measurement* 20(2), Summer 83, 179-89

Schmidt, William H Content biases in achievement tests *J Ednl Measurement* 20(2), Summer 83 165-78

ECONOMICS OF EDUCATION

Adrian William The tuition dilemma in the Latin American University *Int Rev Edn* 29(4), 1983, 449-64

Mohrman Kathryn Liberal learning is a sound human capital investment *Ednl Rec* 64(4) Fall 83 56-61

Wilson Linda S The role of university-based research in generating human capital for the economy *Ednl Rec* 64(4) Fall 83, 40-9

ADULT EDUCATION

Fernandes Marjorie Role of universities and colleges in adult and continuing education *Indian J Adult Edn* 44(6), 1983, 17-22 26

Javagopal R Adult and continuing education programme of the University of Madras *Indian J Adult Edn* 44(6), 1983, 3-9

Sangram Singh Correspondence education Problems and prospects *Univ News* 21(21), 1 Nov 83, 700-2

Venkataiah, N and Adinarayana Reddy P Significance of adult, continuing education and extension programmes in universities *Univ News* 22(1), 1 Jan 84, 17-19

CLASSIFIED ADVERTISEMENTS

RANI DURGAVATI VISHWAVIDYALAYA

JABALPUR

Advertisement

Ref No Estt 83 970

Dated 28th December, 1983

Applications are invited on the prescribed application forms for the following teaching posts on or before 15th February, 1984

1 Professor One in Chemistry (Instrumentation Inorganic)

2 Readers One each for (i) Philosophy (ii) Sociology (iii) Chemistry and (iv) Hindi, Two each for (v) Economics (vi) Political Science (vii) Biological Sciences Department (viii) Three in History and (ix) Four in Physics

3 Lecturers One each for (i) Sanskrit (ii) Philosophy, (iii) English (iv) Hindi (v) Sociology, (vi) Mathematics (vii) Physical Education, Two each for (viii) Law (ix) Biological Sciences Department, Three each for (x) Economics and (xi) Physics

The minimum essential qualifications and scale of pay for these posts are exactly those that are prescribed by the University Grants Commission. The prescribed application forms (in 8 copies) together with the details of qualifications and specialisation as well as other details may be obtained by sending a postal order of Rs. 5 - in the name of the undersigned. The candidates who desire to get the application forms by Registered post should send an additional amount of Rs. 5 - by Postal Order for postal expenses. It should be clearly mentioned on the envelope in bold letters the name of the post applied for.

Note

The candidates who had applied earlier for the posts of Readers in (i) Economics (ii) History (iii) Political Science (iv) Physics, and Lecturers in (v) Sanskrit (vi) Philosophy, (vii) Economics (viii) English (ix) Law (x) Physics in the specialisation concerned need not apply again.

The University reserves the right not to fill up all or any post advertised above.

R N Tripathi
REGISTRAR

SARDAR PATEL UNIVERSITY VAI LALBH V DYANAGAR 388120 GUJARAT

Invites outstanding original research works of merit carried out during 1978 to 1983 in 'Solid State Physics' from researchers of Universities or Institutes deemed as university or Institute of National Level for the award of a cash prize of Rs. 4 000/- and a Gold Medal worth about Rs. 1000/- under 'Hari Om Ashram Prerit Shri Harivallabhdas Chundil Shah Research Endowment' which should reach the University latest by 28-2-1984.

A specimen of application form and the terms and conditions can be had from the Sardar Patel University by sending a self-addressed envelope affixed stamps worth 100 ps. or in person.

REGISTRAR

MINISTRY OF EDUCATION AND CULTURE

(DEPARTMENT OF EDUCATION)

FRENCH GOVERNMENT SCHOLARSHIPS : 1984-85

Applications are invited from Indian nationals residing in India for the award of 29 (Twenty-nine) French Government Scholarships for Higher Studies/Training in 1984-85 in the following subjects —

- 1 Microbiology
- 2 Molecular Biology
- 3 Medicine—Immunology (Fertility Control Virology/Parasitology)
- 4 Solid State Physics/Laser Physics
- 5 Theoretical Physics/Astrophysics
- 6 Polymer Chemistry
- 7 Pure Applied Mathematics
- 8 Computer Science
- 9 Agricultural Sciences (Plant Pathology Sylviculture Forestry)
- 10 Hydrology
- 11 Anthropology Sociology
- 12 Linguistics
- 13 Fine Applied Arts (Painting Etching Sculpture Graphic Arts)

At least 2/3rd of the candidates will be nominated for Post-Doctoral Research and about 1/3rd for a III Cycle Doctorate (i.e. Doctorate of Speciality). Out of 29 scholarships 3 will be reserved for the Fine Applied Arts.

Duration 12 months for Post-Doctoral Research and for training in Fine Applied Arts 2 to 3 years to prepare a III Cycle Doctorate.

Value (at least)—1900 Francs per month for Doctoral Studies 2400 Francs per month for Post-Doctoral Studies.

Travelling Expenses Airpassage from India to France and back will be provided by the French Government. As far as possible this will be done from the nearest airport of the candidates place of residence, via Bombay or Delhi.

Maximum Age Limit For Post-Doctoral Research 35 years on 1-9-1984.

For Others 30 years on 1-9-1984.

Relaxable by upto two years for Scheduled Caste and Scheduled Tribe candidates. The upper age limit and experience may be relaxed by not more than 3 months at the discretion of the Selection Committee in the case of outstanding candidates.

Academic Qualifications Required

For Subject No (1) to (12) Uniformly good academic record, with 60% marks and above at the M.A./M.Sc./M.Tech level in the subject selected or related fields and either two years research/teaching/professional experience (as on 1-4-1984) after the M.A./M.Sc./M.Tech or M.Phil. with 60% marks and above.

However, for Subject No (1) to (3) Medical graduate with 60% marks and above and minimum 3 years of experience in research will also be considered.

For Subject No (11) and (12) A good knowledge of the French language is very important.

For Subject No (13) Uniformly good academic record, with 60% marks and above for Bachelor's Degree or Diploma in Fine/Applied Arts in the relevant fields from a recognised institution.

Alongwith the applications, the candidates must also enclose five photographs or slides of their works which they

consider representative of their style etc. If possible, the photograph should be in colour and at least 9 cm x 13 cm in size.

French Language Knowledge of French language will be treated as an additional qualification.

Placement Confirmed acceptance from a French academic or research Institution will be treated as an additional qualification. Documentary evidence of this must be sent along with application.

NOTE I

(i) Candidates with equivalent foreign qualifications will also be considered.

(ii) Master's Degree means M.A./M.Sc./M.Tech but not M.Phil. or Pre-Ph.D.

(iii) Except for Fine Applied Arts, in all other cases, candidates for Post-Doctoral Research must possess a Ph.D. Degree.

(iv) Where Grades are awarded the conversion formula of the University/Institution must be indicated.

(v) Candidates who have already been abroad for study specialisation training either on a scholarship or on their own, are eligible to apply only if they have been in India for at least three consecutive years after returning from abroad.

(vi) Candidates must furnish a detailed programme of study/research in France.

(vii) The candidates should have adequate knowledge of the geographical situation, culture and heritage of both France and India.

NOTE II

(A) APPLICATIONS IN SUBJECTS FIELDS OTHER THAN THOSE SPECIFIED ABOVE WILL NOT BE CONSIDERED.

(B) CANDIDATES WHO DO NOT POSSESS THE REQUIRED QUALIFICATIONS NEED NOT APPLY.

(C) APPLICATIONS WHICH DO NOT CONTAIN POSTAL ORDER (OR DO NOT MENTION THE NUMBER AND DATE OF POSTAL ORDER WHICH HAS BEEN SENT ALONG WITH THE ORIGINAL APPLICATION SENT THROUGH THE PROPER CHANNEL WHERE NECESSARY) WILL NOT BE CONSIDERED.

(D) SELECTION PROCEDURES ARE CONDUCTED ENTIRELY IN INDIA.

(E) APPLICATIONS OF CANDIDATES WHO ARE AT PRESENT ABROAD WILL NOT BE CONSIDERED.

Last Date For obtaining Application Forms 31st January 1984.

For returning completed application forms to the Ministry of Education and Culture 20th February, 1984.

To obtain Application Forms and other particulars apply enclosing an unstamped self-addressed envelope (23 cm x 10 cm) and superscribing on the envelope "FRENCH GOVERNMENT SCHOLARSHIPS—1984/85" to

MINISTRY OF EDUCATION AND CULTURE
(DEPARTMENT OF EDUCATION)

Section ES-1, Room No 516, 'B' Wing Shastri Bhavan
NEW DELHI-110001

davp 511(86)/83

CLASSIFIED ADVERTISEMENTS

BANARAS HINDU UNIVERSITY

(Advertisement No. 11/1983-84)

Applications are invited for the undermentioned posts. The benefit of Provident Fund/Pension, Dearness Allowance, House Rent Allowance and City Compensatory Allowances are admissible according to University rules. The retirement age of University Employees is 60 years. The appointment will be made on one year probation on all permanent posts. Higher starting salary within the grade is admissible to specially qualified and experienced candidates.

Applications will be entertained on the prescribed form duly supported with a Bank Draft or Crossed Indian Postal Orders of Rs 7.50 (of Rs 2.00 for the candidates belonging to Scheduled Caste/Scheduled Tribes category) in favour of the Registrar, Banaras Hindu University towards the application fee. Application forms will be supplied free of cost by the Registrar (Selection Committee Section), Banaras Hindu University, Varanasi-221005 on receipt of Re 0.90 paise stamped self-addressed envelope of 23 cm x 10 cm size. Candidates called for interview for these posts will be paid actual Railway fare by the Second Class plus reservation charges for sleeper, if paid, and/or actual Bus fare from the present residence bothways by the shortest route as per University rules. No other expenses will be paid.

Applications for each post be sent separately alongwith attested copies of certificates and marksheets in support of the qualifications and experience mentioned in the application and be addressed to the Registrar (Selection Committee Section), Banaras Hindu University, Varanasi-221005.

Incomplete application in any respect will not be entertained for consideration.

Those who are in service should apply through proper channel. M.O. or Cheque will not be accepted towards application fee.

Reservation (1) A reservation of 15% in the case of Scheduled Castes and 7½% in the case of Scheduled Tribes will be made in the category of teaching posts upto the level of Lecturers only. (2) A reservation of 22½% (15% S.C. and 7½% S.T.) will be made in the category of non-teaching posts at the entry level.

The last date for receipt of application in the Office of the Registrar (Selection Committee Section), Banaras Hindu University either by post or by hand will be 15th February, 1984. No applications shall be entertained after the last date from external, in-service employees and the candidates residing abroad.

Note

1. Number of vacancies are tentative and can vary according to needs.

2. Panel may be drawn for temporary appointment of Lecturers against future vacancies.

Grade

Professor Rs 1500-60-1800-100-2000-125/2-2500

Reader Rs 1200-50-1300-60-1900

Lecturer Rs 700-40-1100-50-1600

N.P.A. admissible to medical graduates for the posts in the Institute of Medical Sciences only.

Other posts As mentioned under respective posts.

1. Principal (One) (Mahila Mahavidyalaya) (FOR LADIES ONLY)

Grade Rs 1500-2500

Qualifications

Essential

(1) A first or High Second Class Master's Degree in Science or Arts or an equivalent qualifications. (2) A Doctorate Degree or published work of a high standard in reputed Journals. (3) Not less than 10 years teaching experience in University or a Degree College.

Desirable Adequate administrative experience in a responsible position in a College/University.

2. Deputy Registrars (B.H.U.)

Grade Rs 1100-50-1600

Qualification

Essential

(1) Graduate of a recognised University. (2) Atleast 5 years experience as Assistant Registrar or equivalent post in a University. (3) Intimate knowledge of University Administration / Academic / Educational Planning / Examinations and/or Development.

Desirable (1) Master's Degree. (2) Experience in Personnel Management. (3) Good knowledge of service rules, accounts and audit work. (4) Adequate knowledge of Hindi.

Note

1. Preference will be given to Scheduled Caste/Scheduled Tribes candidates for one post, if otherwise suitable.

2. Those who have already applied timely in response to Advertisement No. 2/1983-84 are required to apply again on the new application form without application fee.

3. Malviya Professor of Comparative Religion (One) (Deptt. of Philosophy) (Faculty of Arts)

Qualifications

Essential

An eminent scholar with published work of high quality, actively engaged in research. About ten years experience of teaching and/or research. Experience of guiding research at doctoral level.

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge.

4. Reader in Management Studies (One) (Deptt. of Management Studies)

5. Reader in Sanskrit (One) (Department of Sanskrit)

6. Reader in Physics (One) (Deptt. of Physics)

7. Reader in Geology (Spl. Mathematical Geology/Photogeology), (One), (Department of Geology)

8. Reader in Geography (One) (Spl. in Information and Data Processing and computer applications and Statistical Geosciences) (Deptt. of Geography)

9. Reader in Geography (One) (Deptt. of Geography)

10. Reader in Medicinal Chemistry (One) (Dept. of Medicinal Chemistry—Instt. of Medical Sciences)

Qualifications

Essential

Good academic record with a Doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position.

This condition may be relaxed in the case of candidates with outstanding record of teaching/research.

Explanation

For determining "good academic record" the following criteria shall be adopted:

- (i) A candidate holding a Ph.D. Degree should possess atleast a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's Degree and second class in Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

11. Lecturer in Psychology (Two) (Mahila Mahavidyalaya)

12. Lecturer in Chemistry (Physical): (One) (Mahila Mahavidyalaya)

13. Lecturer in Zoology (Three) (Deptt. of Zoology)

14. Lecturer in Geology (Two) (Deptt. of Geology)

15. Lecturer in Medicinal Chemistry: (Two) (Dept. of Medicinal Chemistry—Institute of Medical Sciences)

16. Lecturer in Plant Physiology: (One) (Spl. in Plant Biochemistry and applied Plant Physiology) (Instt. of Agricultural Sciences)

17. Lecturer in Bengali (One) (Deptt. of Bengali)

18. Lecturer in Philosophy (One) (Dept. of Philosophy)

19. Lecturer in Indian Philosophy & Religion: (One) (Deptt. of Philosophy)

20. Lecturer in History (One) (Deptt. of History)

Qualifications

Essential

- (a) A Doctorate's degree or research work of an equally high standard, and
- (b) Good academic record with at least second class (C in the seven point scale) Master's Degree in a relevant subject from an Indian University or an equivalent degree from a foreign University

Desirable

Preference shall be given to one having experience in Nucleic Acids/Protein Research for one of the posts of Lecturers in Zoology under Special Assistance Programme

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a good academic record, (weightage being given to M Phil or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research of high standard within eight years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements

Explanation

For determining "good academic record" the following criteria shall be adopted

- (i) A candidate holding a Ph D Degree should possess at least a second class Master's degree, or
- (ii) A candidate without a Ph D Degree should possess a high second class Master's degree and second class in the Bachelor's degree or
- (iii) A candidate not possessing Ph D degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree

2 Persons having secured marks more than the mid-point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a University shall be deemed to have passed that examination in the high second class

Note

- 1 Other things being equal preference will be given to women candidates—for the post of Lecturers in the Mahila Mahavidyalaya only

- 2 In case of selection of women candidates—willingness to accept the hostel duties and residence in the Girl's Hostel and charge of extra-curricular activities such as Games, N C C, Canteen, N S S etc—for the post of Lecturers in the Mahila Mahavidyalaya only

- 3 Those who have already applied timely in response to Advertisement No 13/1982-83 are required to apply again on the new application form without application fee—for the post of Lecturer in Medicinal Chemistry only

21 Lecturer in Management Studies (One) (Dept of Management Studies)

Qualifications

Essential

A Master's Degree in Management or M Tech with first class on the condition that selected candidate will have to obtain a Doctor's Degree within a period of eight years from the date of appointment failing which he will not be able to earn future increments until he fulfils this requirement

OR

- (a) A Doctorate Degree or research work of an equally high standard, and
- (b) Good academic record with at least Second Class (C in the seven point scale) Master's Degree from an Indian University or an equivalent degree from a foreign University

The degrees in (a) and (b) above may be in Psychology, Sociology, Statistics, Mathematics, Commerce or Economics

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a good academic record (weightage being given to M Phil or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research of high standard within eight years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements

Explanation

- (i) A candidate holding a Ph D degree should possess at least a second class Master's degree or
- (ii) A candidate without a Ph D Degree should possess a high second class Master's degree and second class in the Bachelor's degree, or
- (iii) A candidate not possessing Ph D degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree

2 Persons having secured marks

more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a University shall be deemed to have passed that examination in the high second class

Note

Those who have already applied timely in response to Advertisement No 3/1983-84 are required to apply again on the new application form without application fee

22 Lecturer in Sitar (One) (Department of Instrumental Music)

Qualifications

Essential

- (a) Good academic record with at least second class (C in the seven point scale) Master's degree in a relevant subject or an equivalent degree or diploma recognised by the University, and

- (b) Two years research or professional experience or evidence of creative work and achievement in his field of specialisation or a combined research and professional experience of three years in the field as an artist of outstanding talent

OR

A traditional or a professional artist with highly commendable professional achievement in the subject concerned

Explanation

For determining 'good academic record' the following criteria shall be adopted

- (i) A candidate holding a Ph D degree should possess at least a second class Master's degree, or
- (ii) A candidate without a Ph D degree should possess a high second class Master's degree and second class in the Bachelor's degree, or
- (iii) A candidate not possessing Ph D degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree

23 Lady Lecturer in Physical Education (One) (Deptt of Physical Education)

Qualifications

Essential

- (a) An M Phil degree or a recognised degree beyond Master's level or published work indicating the capacity of the candidate for independent/research work, and
- (b) Good academic record with at least second class (C in the seven point scale) Master's degree in Physical Education from an Indian University or an equivalent degree from a foreign University

Desirable

A Doctor's degree in a relevant subject or research work of an equally high standard.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard it may relax any of qualifications prescribed in (b) above

Provided further that if a lecturer in a discipline other than Physical Education is required to be appointed in the Faculty of Physical Education the qualifications prescribed for recruitment to the post of lecturer in the parent discipline may be insisted upon

Provided further that if a candidate possessing an M Phil degree or equivalent research work is not available or is not considered suitable a person possessing a good academic record may be appointed provided he has done research work for atleast one year or has practical experience in a research laboratory organisation on the condition that he will have to obtain M Phil degree or recognised degree beyond Master's degree or give evidence of research work of equivalent high standard within eight years of his appointment failing which he will not be able to earn future increments until he fulfils these requirements

Explanation

For determining good academic record the following criteria shall be adopted

- A candidate holding a Ph D degree should possess atleast a second class Master's degree or
- A candidate without a Ph D degree should possess a high second class Master's degree and second class in the Bachelor's degree or
- A candidate not possessing Ph D degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree

2. Persons having secured marks more than the mid point of the prescribed minimum marks for passing in examination in the second division and the prescribed minimum marks for passing in examination in the first division by a university shall be deemed to having passed that examination in the high second class

Note

Those who have already applied timely in response to Advertisement No 3 1983-84 and No 6 1983-84 are required to apply again on the new application form without application fee

24 Assistant Librarian (One) (Instt of Medical Sciences Library)

25 Professional Junior (One) (For Ladies only) (Mahila Mahavidyalaya)
Grade 1 Rs 700-40-1100-50-1600

Qualifications

Essential

(i) Good academic record with at least a high second class Master's degree in a subject other than Library Science (ii) Master's degree in Library Science with first or high second class

Note

1 Those who have already applied timely for the post of Assistant Librarian (I M S Library) in response to Advertisement No 3 1983-84 are required to apply again on the new application form without application fee

2 Those who have already applied timely for the post of Professional Junior (Mahila Mahavidyalaya) in response to Advertisement No 20 1980-81 and No 13 1982-83 are required to apply again on the new application form without application fee

26 Electronic Maintenance Engineer (One) (Under Special Assistance Programme - Deptt of Physics)

Grade Rs 700-40-900-EB-40-1100-50-1300

Qualifications

Essential

First or Second Class Bachelor's degree in Electronics Electrical Instrumentation Engg or M Sc in Physics with specialisation in Electronics and Experience of repairing Electronic instruments

Desirable

1 M Tech degree 2 Experience of maintenance and repair of scientific instruments

27 Professor of Dravyaguna (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) A M S A B M S or equivalent basic qualification in Indian Medicine recognised by the University (2) D Ay M M D (Ay) Ph D or equivalent Postgraduate qualification in the subject (3) About 10 years teaching experience in the subject in any recognised Post-graduate Institution or 5 years teaching experience as Reader in the subject in any recognised Post-graduate Institution

Desirable

(1) Ph D in the subject after M D (Ay) (2) Original contribution and research publication in the subject in standard journals (3) Good knowledge in Modern Medical Sciences and or Sanskrit

28 Professor of General Medicine (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) M D (Medicine) M D (General Medicine) (2) Teaching experience as Reader in General Medicine for four years in a Medical College

29 Reader in Biophysics (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) M B B S or equivalent qualification recognised by the M C I (2) M D (Biophysics) Ph D (Biophysics), M D (Physiology) or M D (Biochemistry) with one year training in Bio-

physics (3) Experience as Lecturer in Biophysics for 5 years in a Medical College

Desirable

Research experience & publication

30 Reader in Neonatology & Perinatology (One) (Deptt of Paediatrics—Instt of Medical Sciences)

Qualifications

Essential

(1) M D (Paediatrics) or equivalent qualification recognised by M C I (2) Teaching experience as Lecturer for five years in a Medical College

Note

Those who have already applied timely in response to Advertisement No 3 1983-84 are required to apply again on the new application form without application fee

31 Reader in Education (One) (Temporary likely to continue till the Scheme exists) (National Teacher's Training Centre—Instt of Medical Sciences)

Qualifications

Essential

(1) A Doctorate Degree or published work of a high standard (2) A first or second class Master's Degree in the subject or an equivalent qualification with Master's Degree in any other subject (3) About 5 years experience of Post-Graduate teaching research (4) Experience of guiding research

Desirable

(1) Experience of teaching in a Medical College (2) Training in Education Technology as applicable to teaching of Medical teachers (3) Training, Experience or Diploma in Health Education

32 Reader in Obstetrics & Gynaecology (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) M D (Obst & Gynaecology) M S (Obst & Gynaecology) M D (Mid & Gynaec) M S (Mid & Gynaec) M O (2) Teaching experience as Lecturer in Obst & Gynaecology for 5 years in a Medical College

33 Lecturer in Obstetrics & Gynaecology (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) M D (Obst & Gynaecology) M S (Obst & Gynaecology) M D (Mid & Gynaecology) M S (Mid & Gynaecology) M O

34 Lecturer in Ophthalmology (One) (Instt of Medical Sciences)

Qualifications

Essential

(1) M B B S or equivalent qualification recognised by the Medical Council of India (2) M S (Ophthalmology) M D (Ophthalmology)

Desirable

Research publications in standard journals

35 Lecturer in Preventive & Social Medicine (Two) (Instt of Medical Sciences)

Qualifications
Essential

(1) M B B S or equivalent qualification recognised by the M C I (2) M D (P S M) Community Medicine or M D (Medicine) with D P H

Desirable

Research publication in the subject

36 Lecturer in Dental Surgery (One) (Instt of Medical Sciences)

Qualifications
Essential

(1) B D S preferably with M B B S

37 Lecturer in Pathology (Three) (Instt of Medical Sciences)

Qualifications
Essential

M D (Pathology) M D (Pathology & Bacteriology) M D (Pathology with Bacteriology) Ph D (Pathology) D Sc (Pathology)

38 Lecturer in Prasuti Tantra (Bali Roga) (One) (Instt of Medical Sciences)

Qualifications
Essential

(1) A M S A B M S or an equivalent qualification in Indian Medicine recognised by the University (2) D A V M M D (A V) or equivalent Post-Graduate qualification in the subject (3) About three years teaching experience in a recognised institution as Demonstrator, Clinical Registrar or equivalent position in the subject

Desirable

(1) Ph D in the subject (2) Publications in the standard journals (3) Good knowledge of Modern Medical Sciences and or Sanskrit

39 Statistical Officer (One) (Faculty of Indian Medicine—Institute of Medical Sciences)

Grade Rs 700-1200

Qualifications
Essential

(1) Atleast Second Class Master's Degree in Statistics Mathematics with Statistics as special paper (2) Atleast 10 years working experience of Medical Statistics in any recognised Medical Institution

Desirable

Teaching experience of Medical Statistics in any institution recognised by the Government

40 Matron (One) (S S Hospital)

Grade Rs 700-1300

Qualifications
Essential

(1) B Sc (Nursing) from a recognised Institution (2) Atleast 10 years experience in Nursing Service Administration in a teaching Hospital

41 Professor of Electronics Engineering (One) (Spl in Digital Communication Digital Signal Processing) (Institute of Technology)

Qualifications
Essential

(1) Doctorate Degree and or published work of very high standard in the subject concerned (2) A first or high second class Master's Degree in the subject concerned or any equivalent qualification (3) About ten years experience in responsible position in

teaching research industry (4) Experience of having guided research work of high standard or evidence of original work in Design Development etc

Desirable

(1) Fellowship of professional organisations Corporate Membership of learned societies (2) Research publications in standard journals

Note

Those who have obtained Doctor's Degree in the subject concerned will also be considered irrespective of the fact whether they have a Post-Graduate Degree in the subject or not

42 Reader in Electronics Engineering (One) (Spl in Digital Hardware) (Instt of Technology)

43 Reader in Electronics Engineering (One) (Spl in Power Electronics) (Instt of Technology)

44 Reader in Electrical Engineering

(One) (Spl in Switch Gear and Protection Power System Control) (Instt of Technology)

Qualifications
Essential

(1) Doctorate Degree in the subject or published work of an equally high standard (2) A first or high second class Master's Degree in the subject concerned or an equivalent qualification (3) About five years experience in responsible position in teaching research industry

Desirable

(1) Research publications in standard journals (2) Membership of learned bodies and societies

Note

Those who have obtained Doctor's Degree in the subject concerned will also be considered irrespective of the fact whether they have a Post-Graduate Degree in the subject or not

INDIAN COUNCIL OF AGRICULTURAL RESEARCH : NEW DELHI POST DOCTORAL FELLOWSHIP 1983-84

Applications are invited by the Indian Council of Agricultural Research for the award of Post-Doctoral Fellowship for research in any branch of Science related to Agriculture (including Agri Engineering) Animal Sciences (including Dairy Veterinary and Fisheries) and Home Science during 1983-84

The main objective of the scheme is to maintain continuity of research interest of Ph D scholars for a reasonable period of time after they complete their Ph D degree programme. The fellows selected will receive a consolidated amount of Rs 1300 - p m and a contingent grant of Rs 4000 - p a. The fellowship will be offered for a period of 2 years in the first instance with possibility of extension of one year.

Eligibility Candidates who have completed Ph D degree during the period from 1/1/82 to 31/12/83 in any branch of Science related to Agriculture (including Agri Engineering) Animal Sciences (including Vety Dairying and Fisheries) and Home Science etc only are eligible for these fellowships. He/She should be below the age of 45 years as on 31/12/1983. He/She should have also atleast one published research work to his/her credit and have already shown evidence of independent research work. The fellowships will be admissible to persons of Indian Nationality as defined in the constitution of India. The Post-Doctoral Fellowship will be tenable at Agricultural Universities and I C A R Institutes only. The candidates who are already in service should send their applications through proper channel.

Reservation 15% and 5% of the fellowship are reserved for Scheduled Castes and Scheduled Tribes candidates respectively. However, if such candidates are not available, the fellowship will be treated as unreserved.

How to Apply The application forms and the rules governing the award of fellowship can be obtained upto 15/2/84 from the **Section Officer (Education I Section) I C A R, Krishi Bhavan, New Delhi-110001** by sending a self addressed envelope of the size of 23 cm x 10 cm.

Application forms complete in all respect duly supported by attested copies of the certificates degree and list of papers published, should reach the Section Officer, Education I Section, I C A R, Krishi Bhavan, New Delhi-110001 before 25/2/1984.

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